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A Proposed Goal for the Church School

Adapted from the Proposed International Standard for the Church School to meet the needs of church schools with limitations in numbers, buildings and equipment, or leadership.



Approved by the International Council of Religious Education July 13, 1928, for experimental use under the direction of the Special Committee on Standards of the Committee on Education.



THE INTERNATIONAL COUNCIL OF
RELIGIOUS EDUCATION
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CHICAGO

This Proposed Goal for the Church School is a provisional draft, for experimental use. Those desiring to cooperate with the International Council of Religious Education in applying this goal to church schools in order to determine its usability and value are earnestly invited to participate in the experimentation. A report on such experimental use of the goal should in all cases be sent to the office of the International Council.

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A PROPOSED GOAL FOR THE CHURCH SCHOOL

Based on the Proposed International Standard for the
Church School

FOREWORD

The International Standard was prepared for use in all church schools. It sets forth the ideal church school as conceived by a group of leaders who represent many denominations. Some have felt however that there are some schools which have such limitations as to numbers, buildings and equipment, or leadership as to make the use of that standard impossible. It is to meet their needs that this *Goal for the Church School* has been prepared. It is based on the International Standard, but interprets some of the points of that standard in simplified fashion.

The term "church school" is used to designate the school in which religion is taught. It is used in preference to "Sunday school" because increasingly the work in religious education is pushing beyond the Sunday period. Some schools of religion, of course, are not held in or by churches. It is not intended to rule them out from this goal. Proper notes are made in the text of the goal to take account of such cases.

The purpose of this goal is to help you to make the work of your church school better. The aim of the church school is to lead growing persons into the Christian life and to help them in learning more and more fully to live that life. This goal outlines the conditions under which a school may be expected to have the most fruitful influence on Christian living.

The purpose of this goal is to serve as:

1. *A guide to better work.* It will help the workers in a school to decide the important points of emphasis in their work. Thus they may decide for themselves what they should be doing in order to make their school better.
2. *A measure of present efficiency.* Each point in this goal has been given a numerical score. By means of this scoring system the present standing of a school may be determined. It is possible to score anywhere from 0 to 100%.

In using this goal in your church school, think of it from these two standpoints. Its chief value lies in the improvement which it may help you make in your school. It puts into your hands a means through which your workers may discover what your school ought to do in order to become a better school, and a method of measuring its success.

The successful use of this goal will require the following steps:

1. Make a careful study of the goal itself so that it may be fully understood. This study should be made by all of the teachers and officers of the school. This will make an excellent program for one or more meetings of your teachers and officers.

2. After this study has been completed, make a rating of your school on each point of the goal to determine how it now ranks. Your scores should be entered in the first blank column of the chart, called *first scoring*. This chart can also be had in a form large enough to hang on your wall or bulletin board. It is not sold separate from this pamphlet interpreting the points.

3. In the light of the needs revealed by your study, plan some definite improvements in your school. It is well to plan to do one or a few things at a time in order not to confuse your workers with many details. It will be stimulating to your workers if you will set a goal of accomplishment for a quarter, or two quarters, or a year.

4. At the end of the period set for improvement, score your school again and enter your scores in the second blank column of the chart, the one called *second scoring*. When this is compared with the first scoring you can see exactly what progress you have made.

5. Set a new goal for attainment for another period of time, and repeat the process of measurement at the end of that time. Enter your scores in the column headed *third scoring*. This may be continued year after year, though after two years of intensive work many schools will no doubt have reached all the points they possibly can attain in this goal. They should then be ready to go forward with the use of the *International Standard*.

In the following pages you will find the goal itself, arranged in the form of a score card, and followed by a section giving an explanation of each of the points. In this explanation instructions are given on how to score. This explanatory section must therefore be carefully read before the scoring is begun. In deciding on your scores, be very critical in your judgment. There is always a temptation to score higher than a school deserves, but to do so defeats the very purpose of this goal. Remember this goal has value only to the extent that it helps you and your workers to improve the work of your school.

There are 40 separate points in this goal. Some may feel on first glance that this will make the goal too complicated. Please bear in mind, however, that the requirements for a good school cannot be stated in a few brief points. Moreover, if each point is taken as a unit, and the study made point by point, the number of points will present no special difficulty.

As has been stated, this goal is based on the Proposed International Standard for the Church School. Special interpretations of that standard have been worked out for the weekday church school, the vacation church school, and the various departments of the church school. At least one copy of that standard should be available when the study of this goal is made, since it will give a more complete interpretation of some of the points. Leaders in the several departments should also have a copy of the departmental standard for their departments. When the points of this goal have been satisfactorily reached, the school should be ready to undertake work on the basis of the International Standard. Copies of the standard may be secured from the International Council of Religious Education, 5 South Wabash Avenue, Chicago, or from your denominational or state council office, at 15c each.

References are made at a number of points in this goal to denominational boards of religious education. Almost all denominations have such boards, under one name or another. Every denominational school should have a close contact with its board. Union schools under the supervision of the American Sunday-school Union should look to that organization for the same service. All schools should have a close contact with their state (or provincial) and county or city council of religious education.

A PROPOSED GOAL FOR THE CHURCH SCHOOL

Be sure to read the section on Interpretation before attempting to score

Note: Either the total score is to be allowed or no score at all—no partial credit.

	Possible score	Your school score		
		First scoring	Second scoring	Third scoring
I. TIME				
1. Church school held the entire year	2			
2. Length of session at least 60 minutes	2			
3. School run on schedule time	2			
4. At least 15 minutes devoted to worship	2			
5. At least 30 minutes devoted to class session	2			
II. PLACE				
6. The building properly prepared for each session	2			
7. Proper care to light, heat, and ventilation	2			
8. Available space used to best advantage	2			
9. The building and grounds made attractive	2			
10. Seats to fit the pupils	2			
11. Classes in separate rooms, or otherwise properly separated from each other	3			
III. ORGANIZATION AND ADMINISTRATION				
12. The church school under the direction of a committee on religious education	3			
13. A superintendent, secretary, treasurer, and such other officers as may be needed and a teacher or leader each Sunday for each class and department group	3			

	Possible score	Your school score		
		First scoring	Second scoring	Third scoring
14. Pupils properly grouped	3			
15. Separate worship services for at least the pupils under nine years of age	3			
16. Regular promotion	2			
IV. RECORDS AND REPORTS				
17. A system of records regularly kept and showing at least the name, address, and age of each pupil, and his record of attendance	3			
18. The record regularly kept up to date	2			
19. Regular reports to the church school and church, the denominational headquarters, and the county or district council of religious education	2			
V. WORKING MATERIALS				
20. Suitable church school hymn books	2			
21. A sufficient quantity of graded material for each pupil and teacher	4			
22. Adequate equipment	3			
23. An annual budget of at least one dollar per pupil	3			
VI. LEADERSHIP				
24. Each teacher faithful to his work and properly prepared for each Sunday	3			
25. Regular workers' conference with an educational program	3			
26. At least three-fourths of the teachers and leaders reading regularly one religious education magazine or one book on religious education each year	3			
27. Standard teacher training credits earned at the rate of at least half as many each year as there are teachers and officers	4			

	Possible score	Your school score		
		First scoring	Second scoring	Third scoring
VII. QUALITY OF WORK				
28. An average attendance of 70% or more of the enrolment	3			
29. At least 85% of attendance on time each Sunday	2			
30. Worship services regularly planned in advance, and adapted to the needs of the pupils	2			
31. Pupils participating reverently and wholeheartedly in the worship service	2			
32. General good order throughout the session of the school	3			
33. Wholesome interest in and purposeful approach to the work of the school on the part of the pupils	2			
34. Decision for the Christian life and active church membership, growing out of the work of the school	4			
35. Regular and systematic giving	2			
36. Active participation in service activities	2			
37. Adequate social and recreational program	2			
VIII. HOME RELATIONSHIPS				
38. An active cradle roll	2			
39. A working home department	2			
40. Each home visited at least once a year by teachers	3			
Total score	100			

AN INTERPRETATION OF THE PROPOSED GOAL FOR THE CHURCH SCHOOL

In this section the points of this goal will be explained in greater detail. This will help you to decide what you must do in order to reach the goal. It will also help you in deciding whether your school should have credit for any given point. Scoring should not be done until this section has been carefully studied by all officers and teachers and discussed in conference. Where facts are required in order to score, get the facts! Do not guess!

I. TIME

If the work of the church school is to be well done there must be time in which to do it. Some schools hold a longer session than one hour, and some have meetings during the week in addition to their Sunday sessions. This is fine. First of all, however, we should realize how important it is to make the most effective use of the time which most schools already have available.

1. *Church school held the entire year.* Every hour at the disposal of the church school must be fully used. Some schools regard their work so lightly that they omit their sessions whenever there is a special day in the church, or when the weather is bad, or when for some other reason it is not convenient to meet. This should not be done, but rather every effort made to hold the school every Sunday in the year.

Scoring: Was your school in regular session 52 Sundays the past year? If not, was the session omitted only because the weather was so bad as to make it impossible for anyone to come, because of some epidemic or other calamity, or because some other activity of the church provided fully for all the children what they missed by not having church school? If your answers to all these questions are affirmative, your score on this point is 2; otherwise it is 0.

2. *Length of session at least 60 minutes.* This means that the school should *actually* be in session the full 60 minutes, or more. Some schools are so lax about beginning on time that the actual time they are in session is less than one hour even though they provide a full hour in the schedule.

Scoring: Was your school in session 60 minutes or more each Sunday in the year? If not, was the variation only very occasional? Was the shortening of the period because of very unusual and unforeseen circumstances only? If your answers to all these questions are affirmative, your score is 2; otherwise it is 0.

3. *School run on schedule time.* The time schedule for opening and closing of the church school should be clearly understood by everyone and strictly adhered to. One of the commonest evils of

church school administration is to begin late, either because the leaders are not ready or because it is felt necessary to wait for pupils. The habit of beginning late leads pupils to form the habit of carelessness in coming on time. The hour of closing should also be strictly observed and no department or class dismissed at other than the appointed time.

Scoring: Does your school have a definite hour of opening? Does it (all departments) regularly open on that hour (variations of not more than two or three minutes)? Does the entire school regularly close at a specified time (variations of not more than two or three minutes)? If there are serious deviations from this rule because of unforeseen circumstances, do they occur not oftener than once a quarter on an average? If your answers to all these questions are affirmative, your score is 2; otherwise it is 0.

4. *At least 15 minutes each session devoted to worship.* Each pupil should have a period of genuine worship, entirely free from announcements, drill in singing or memory work, and other distractions. Such matters form a necessary part of the general assembly program, but they should be kept entirely out of the worship program itself. Training in worship, such as in the meaning and singing of hymns, scripture passages, responses, etc., must be provided, but this should come outside the worship period. Divide the period so as to provide a special time when these items may be taken care of, either before or after the worship program.

Note: See especially the Proposed International Standard for the Junior Department of the Church School, for full suggestions for building the worship program.

Scoring: Does every child each Sunday have an opportunity for a period of worship? Do these periods average at least 15 or more minutes? Are the periods used exclusively for worship, carefully guarded from interruptions and disturbances? Is training in worship provided outside of the time allotted for worship? If your answers to all these questions are affirmative, your score is 2; otherwise it is 0.

5. *At least 30 minutes devoted to class session.* No teacher should be required at any time to do his class work in less than 30 minutes. The routine of the school should be so planned as to provide for the quickest possible passing from assembly to class. Teachers should be exceedingly careful not to consume a large portion of time in record taking, class business and other matters not related to the actual work of teaching—certainly not more than 5 minutes on an average. The time available should provide for a thorough discussion of the lesson, such activities as may be carried on in connection with the lesson, assignment of the new lesson, and other matters which contribute directly to the topic under discussion.

Scoring: Does each teacher have a period of at least 30 minutes for class work each Sunday? If a variation must be made, are the teachers previously notified? Are such variations very rare (not more than one a quarter)? If your answers to all these questions are affirmative, your score is 5; otherwise it is 0.

II. PLACE

The building in which the church school is held is a silent teacher from which the child may learn many lessons. It should therefore be an attractive place. Many churches or other buildings in which schools are held can be greatly improved in both exterior and interior appearance. The sacredness of our task should lead us to do all in our power to make the child's impression of his house of worship and study the very best it can possibly be.

But the building must also be of such a nature as to serve the practical purposes of religious education. Everything possible should be done to make the facilities for religious teaching the best they can be made.

6. *The building cleaned and dusted, and the furniture properly and neatly arranged, in preparation for each session.* Someone should be definitely responsible for seeing to it that each room is in readiness for the church school, and he should be insistent that the work be done well. The atmosphere which greets the pupil as he comes to his weekly session should be such as to make him feel "I was glad when they said unto me, let us go into the house of the Lord."

Scoring: Is your building always properly prepared for the session? Are the rooms kept clean, and the furniture dusted? Are the windows kept clean? Is the furniture neatly arranged in readiness for the session? Are papers and other materials properly put away, and not allowed to accumulate on pianos, mantels, chairs, etc.? If your answers to all these questions are affirmative, your score is 2; otherwise it is 0.

7. *Proper care to light, heat, and ventilation.* The rooms for the church school must not simply be attractive but they must also be comfortable. The physical conditions must be such as to make the best work possible on the part of each class. The light should be sufficient to provide a cheerful atmosphere in which work may be done, yet not so glaring as to hurt the eyes. Pupils should not be required to face the light, and if possible should be so seated as to have the light come from the left and back. Through arrangement of classes, through the use of shades, and through the proper application of artificial light where necessary, this may be brought about.

In the cold season of the year, careful attention must also be given to heating. Thermometers should be placed in different parts of the building and care should be taken that they register uniformly a temperature of approximately 68 degrees. It is not conducive to good work if pupils must keep on their wraps because the room is uncomfortably cold, or become uncomfortably hot if the room is overheated.

Perhaps there is no point at which we are more remiss than in the proper ventilation of our church school rooms. The air in all the rooms should be fresh when the pupils arrive and should be kept so

through proper ventilation. Often those who are in an assembly or class-room do not become aware of the foul condition of the atmosphere after the group has been in session for a short time, but it is easily apparent to one coming in from the outside.

Scoring: Is the light for assembly rooms, for classes, and in halls and vestibules such as to be pleasing, and to make good work possible without eyestrain? Has everything possible been done to make it such? Are thermometers provided? Is the heat in cold seasons kept regularly at approximately 68 degrees? Is the air kept fresh throughout the session, for all pupils (this should be carefully checked up by one who visits different rooms from time to time)? If your answers to all these questions are affirmative, your score is 2; otherwise it is 0.

8. *Available space used to best advantage.* We cannot all have ideal buildings, but we can make the most of what we do have. Assemblies require mass grouping. Do not attempt to hold a worship service with your pupils scattered all over the room. Class work requires separation. If there are classrooms, they should be so used as to give the larger classes the larger rooms, and allotting the rooms to the ages for which separation is most necessary. No class should have a permanent claim on a room. When several classes meet in the same room, place them so as to make the least interference with each other. Let them face away from other classes, rather than toward them.

Scoring: Are pupils properly massed for assembly periods? Are all available classrooms used for classes? Are they properly assigned with respect to size, location and suitability? Are such classes as must meet in the same room so placed as to make for a minimum of disturbance of each other (it is well to have several observers to study your situation on this point)? If your answers to all these questions are affirmative, your score is 2; otherwise it is 0.

9. *The building and rooms made attractive.* Assembly rooms and classrooms are often unattractive. Unused furniture is allowed to stand about; old papers and books are piled on the piano, mantle or table; bare walls, often unattractive in color and none too clean, present a forbidding aspect; cement floors are cold and noisy. Yet a little care would change this condition. Curtains at the windows, a few pictures on the walls, an article of furniture or two, a rug, would often be sufficient to make a room homelike. The building itself, and the grounds, should be beautified to the extent that this lies in the control of the workers of the church school.

Scoring: Are your rooms neat, homelike, and attractively decorated? Do you have good pictures? Has everything within the means of the school been done to make the building attractive? If your answers to all these questions are affirmative, your score is 2; otherwise it is 0.

10. *Seats to fit the pupils.* If we are serious in our declaration of the value of the child in the Kingdom, then we should provide a place for him in our churches. He deserves a comfortable seat in

which to sit. Sometimes provision for this is made by having smaller pews for the children. Again the situation is handled by providing small chairs toward the front of the auditorium. The chairs have the advantage of being movable for class use. If the church school meets in a separate room, the equipment of that room can, of course, be purchased with a view of fitting the needs of those who are to worship or study there.

Scoring: Do all your pupils have comfortable seats, of proper size, for class work? Do the little tots, at least, have seats of proper size for their worship assembly? If your answers are affirmative, your score is 2; otherwise it is 0.

11. *Classes in separate rooms or otherwise properly separated from each other.* No teacher can do his best work if he must meet his class in the same room with other classes under conditions where his pupils can see and hear everything which is going on. The ideal arrangement, of course, is to have a separate classroom for each class group. The next best thing is to separate classes by proper placement and by a judicious use of screens or curtains. Screening or curtaining can usually be done in such a way as not to be objectionable when the room is used for other purposes. When facilities are limited, thought should be given to better provision for class work by remodeling the old or erecting a new building.

Scoring: Does each class have its own meeting place? Is proper separation provided, either by walls, screens or curtains? If this is not possible without marring the appearance of the room, are classes so placed as to provide necessary distance to assure privacy? If your answers to these questions are affirmative, your score is 3; otherwise it is 0.

III. ORGANIZATION AND ADMINISTRATION

The purpose of organization and administration is to make possible the carrying out of the educational work in the most effective way. This would indicate the desirability of bearing in mind always the needs of the school in deciding what organization to have. There is no virtue in having an officer or committee unless there is a definite task for which that officer or committee is responsible. Certain minimum requirements can be stated, however.

12. *The church school under the direction of a committee on religious education.* The church school is the educational agency of the church. This relationship should be recognized both by the church and the church school. The church should take direct responsibility for its church school. This is best accomplished by putting the general direction of the church school in the hands of a church committee on religious education. Such a committee should consist of from 3 to 7 members as the needs may require, appointed for their interest and special fitness in religious education, elected by the congregation or appointed by the official board, in accord with the usage of the individual church. This committee becomes responsible to the

church for the work of the church school. Unless the church law specifies otherwise, this committee should appoint the officers and teachers of the church school.

Note: Union schools representing several churches should have such a committee made up jointly by those churches; union schools not connected with churches should nevertheless provide a committee on religious education in which their own work may head up.

Scoring: Do you have a board or committee on religious education? Is it appointed by the church and responsible to the church (this question does not apply in union schools)? Is it active in administration and supervision of your work? If your answers are affirmative, your score is 3; otherwise it is 0.

13. *A superintendent, secretary, treasurer, and such other officers as may be needed, and a teacher or leader each Sunday for each class and development group.* A church school should have such officers as are needed to carry on its work. This will include at least those named above, although in very small schools it may be possible to combine the offices of secretary and treasurer. A teacher or leader must be available to take charge of each class or department group each Sunday. When the regular workers find it impossible to be present, proper provision should be made for substitutes who will have time to prepare for the work which they are to undertake. All leaders and teachers should be Christian in character and purpose.

Scoring: Do you have the necessary officers? Are they all active? Does every department group have a leader? Does every class have a teacher? Are substitutes available, and notified in time to make preparation, when the regular workers must be absent? If your answers to all these questions are affirmative, your score is 3; otherwise it is 0.

14. *Pupils properly grouped.* The grading should meet the following standard at least: (a) Pupils 3 years old and under in a cradle roll class. (b) Pupils 4 to 14 years of age in classes in which the difference in ages does not exceed 3 years. (c) Young people in classes separate from adults. Pupils cannot do their work satisfactorily unless they are grouped with those who are of somewhat the same age. The requirement stated above is the minimum. Schools which can carry out a closer grading should by all means do so. The ideal is to have at least one class for each age or school grade.

Scoring: Do you have children under 4 in a group by themselves? Are those 4 to 14 in class groups with an age range not exceeding three years? If you have more than 10 pupils in any of these groups, have you made the grading still closer? Are young people separated from adults? If your answers to all these questions are affirmative your score is 3; otherwise it is 0.

15. *Separate worship services for at least the pupils under nine years of age.* The principle of grading for class work applies also to the worship services. It is customary to bring a larger group together for worship than for class instruction. The least which can be expected, however, is that the children under 9 will have some period in each Sunday session when they may have worship of their very

own. If it is impossible to separate these children from the general church school session, arrangements may be made for such separate worship at some other point in the session, if only behind a curtain or screen.

Note: The recognized departments of the church school are as follows: Cradle Roll (up to 3 years of age); beginners (ages 4-5); primary (ages 6-8, or school grades 1-3); junior (ages 9-11, or school grades 4-6); intermediate (ages 12-14, or school grades 7-9); senior (ages 15-17, or school grades 10-12); young people's (ages 18-23); adult (24 and over). Most schools will not find it possible, of course, to arrange for separate sessions for all of these departments, but the attempt should be made to grade as closely as the number of pupils and the arrangements of the building will permit.

Scoring: Have you tried to organize your school by departments as indicated above? Do you have as many departments with worship services of their own as your numbers and building facilities will permit? Do you provide separate worship for those under 9, at least? If your answers to all these questions are affirmative, your score is 3; otherwise it is 0.

16. *Regular promotion.* For the sake of maintaining from year to year a system of grading adopted, and of giving the pupils a sense of achievement, regular promotions should be made each year with appropriate exercises. Promotions may be made from class to class or, if an entire class is kept intact, all the members of that class may be promoted from one department to the next when the average age of the pupils is such as to make them ready for advancement to the next higher department.

Scoring: Do you have a promotion service every year? Do you have suitable exercises with this service? If your answers are affirmative, your score is 2; otherwise it is 0.

IV. RECORDS AND REPORTS

Records should show the condition of a school to itself. On the basis of such information improvements may be made. Reports should contain information regarding the work of the school, which may be taken from the records. Any development or retrogression in a school should be evident from the records and reports.

17. *A system of records regularly kept and showing at least the name, address, and age of each pupil, and his record of attendance.* The records of the school should be of such a permanent nature that the work of any pupil may be traced throughout the years that he attends the church school. It should be possible for teachers and others who need the information to find easily such facts about each pupil as his name, address, age, public school grade, and the faithfulness with which he has attended and done his work. The secretary is one of the most important officers of the church school.

Scoring: Do you have a system of records? Are they cumulative in form, showing progress from year to year? Do they show such minimum data as indicated above? If your answers to all these questions are affirmative your score is 3; otherwise it is 0.

18. *The record regularly kept up to date.* In order to be of value records must be kept up to date. This does not mean simply that data must be regularly recorded, but also that the active enrolment at any given time must be known. Names of pupils should be added to the roll as soon as it is ascertained that they intend to become regular members of the school, and names should be removed just as soon as it is clear that the person in question will no longer attend. It may be that he has moved from the community, that he has gone to another church school, or has for some other reason decided to discontinue coming. No name should be removed from the roll without just cause, though those who are out temporarily may be transferred to an inactive list. When a pupil is absent, a prompt follow-up should be made to determine reasons for absence, and the enrolment corrected from Sunday to Sunday. Some church schools follow the plan of re-enrolling each pupil at the beginning of the school year, in order to make sure that once a year at least the list is accurate and complete. If there is coupled with this plan the desire to bring back into active membership all who may have dropped out during the course of the year for no good reason, it becomes particularly valuable.

Scoring: Are your records regularly revised? Do you have a plan for adding new members and removing those who drop out? Do you remove a name from your list only after having first determined the reason why the person is no longer coming? Can you give your exact enrolment every Sunday? Do you follow up absentees regularly, by a definite plan? If your answer to all these questions is affirmative, your score is 2; otherwise it is 0.

19. *Regular reports to the church school and church, the denominational headquarters, and the county or district council of religious education.* Records are of little value unless they are used for bringing the condition of the school before the officers and teachers and others who are concerned with its work. It is more important to make regular reports to the teachers' meeting or workers' conference than to have these reports made to the entire school each Sunday. At least once a year a report of the school and its activities should be made to the entire church, or in the case of a union school, to the community in which it is located. Reports should be made promptly to denominational headquarters and to the interdenominational council of religious education.

Note: Union Sunday schools which are under the supervision of the American Sunday School Union should make their reports to the headquarters office of that organization and to the missionary for their territory.

Scoring: Is the condition of your school regularly reported in workers' conference meetings? Do you make a comprehensive report to the church or (union schools) to the community annually? Do you report promptly to your denominational board? Do you report promptly to the interdenominational council? If your answers to all of these questions are affirmative, your score is 2; otherwise it is 0.

V. WORKING MATERIALS

The working materials constitute the tools of the teachers and leaders. Expert workmanship requires that these tools be of high quality. We should not handicap the work of a school for lack of proper working materials.

20. *Suitable church school hymn books.* For the worship service it is essential that there be available a good church school hymnal. A hymnal should be selected which is planned primarily for use with children and young people, containing the type of hymns which will be of greatest value in the upbuilding of the Christian life. Hymn books should be approved by your denominational board of religious education. Hymnals should be well bound and in good condition. A torn or otherwise mutilated hymnal, or one in a cheap paper binding, is not very conducive to a spirit of worship.

Scoring: Are your hymnals approved by your denominational board, or (union schools) by the American Sunday School Union or the State Council of Religious Education? Are they in good condition? If your answers are affirmative, your score is 2; otherwise it is 0.

21. *A sufficient quantity of graded materials for each pupil and teacher.* The materials used should be supplied in sufficient quantity to provide adequately for pupils and teachers, and should be graded to meet the needs of the pupils at various ages. Closely Graded Lessons, Group Graded Lessons or other material specifically prepared to meet the needs of growing persons at the several age levels and approved by your denominational board of religious education will meet the requirement for properly graded lesson materials. In addition to the lesson materials there should be available for class use such articles as writing and drawing materials, pencils, bibles, maps, etc., as the work of a class may require.

Scoring: Are all pupils and teachers provided with lesson materials? Are these materials graded? Are other lesson helps and teaching helps provided, as needed by the teachers? If your answers are affirmative, your score is 4; otherwise it is 0.

22. *Adequate equipment.* The equipment of a school should be such as to meet the needs of that school. It is not possible here to make a complete list which should be provided for every school. A minimum requirement would include at least (1) a piano or other musical instrument, properly cared for and in good condition, (2) tables or other working space for at least all pupils under 12, (3) blackboards for all classes, (4) maps for classes 9 years old and above, (5) a cabinet for supplies, (6) coat racks.

Scoring: Is your equipment such as to make possible the best work on the part of all? Do you have at least the above items? If your answers are affirmative, your score is 3; otherwise it is 0.

23. *An annual budget of at least one dollar per pupil.* The budget of a school must not only provide for its current needs, but also

look forward to improvements in permanent equipment. The minimum requirement should be not less than \$1.00 per pupil per year, and in many church schools this should be very much exceeded. If the school is fully recognized as an agency of the church it is advantageous for the school's contributions to be made a part of the church offerings and the budget for the church school provided by the church.

Scoring: Did you spend during the past year, outside of benevolences, at least \$1.00 per pupil for your church school? If so, your score is 3; otherwise it is 0.

VI. LEADERSHIP

Perhaps the most valuable single factor in the success of a school is the quality of its leadership. Teachers and officers should be of Christian experience and character, consecrated to their tasks, and trained in the work which they are to perform. A school which seeks to make progress must include the training of leadership as a constant part of its program.

24. *Each teacher faithful to his work and properly prepared for each Sunday.* Faithfulness is manifested in regularity of attendance, punctuality, and regular preparation. Every teacher should be present at least ten minutes before the opening of the school. Faithful attendance at workers' conference is also essential. It is self-evident that a teacher cannot do his work satisfactorily unless he is prepared. Each teacher should plan to spend one hour, as a minimum, in preparation for his work each Sunday.

Scoring: Are your teachers absent, on an average, not more than two Sundays a quarter? Are they tardy, on an average, not more than one Sunday a quarter? Do they attend, on an average, at least four-fifths of your workers' conferences? Do at least three-fourths of them make a habit of spending not less than one hour per week on the preparation of their lessons? Make a conscientious effort to get the right answer to these questions, without guessing. If they are all affirmative, your score is 3; otherwise it is 0.

25. *Regular workers' conference with an educational program.* What has been known as the teachers' meeting or workers' conference may be used effectively in helping the teachers to realize more fully their task and responsibility and to train them for service. The workers' conference should be held at least monthly for not less than ten months in the year and the program of the conference should always include some features which look to the better training of the workers. The mistake is sometimes made of devoting the entire meeting to business with the result that only a few participate in the discussion and the others find the meeting extremely tiresome. While it is of distinct educational value to have all the teachers and officers definitely face the problems of the school, the details of business management should be left to smaller groups and committees. The educational feature of the workers' conference program may consist of a discussion of some topic of interest to all, an address on some phase of

the work in religious education, delivered by some member of the group or an outside speaker, the cooperative study of a book or magazine on religious education, and so forth. The study of next Sunday's lesson does not make the gathering an educational conference. Careful preparation should be made for this program and the meeting should be conducted in a business-like way so that members of the group will not tire but sustain a keen interest throughout.

Scoring: Do you have at least 10 workers' conference meetings annually? Do you have an average attendance of three-fourths of your workers? Do you have a worth-while *educational* program at these conferences? If your answers to all these questions are affirmative, your score is 3; otherwise it is 0.

26. *At least three-fourths of the teachers and officers reading regularly one religious education magazine or one book on religious education each year.* It is difficult to conceive of a worker performing his task with success and growing in ability to serve without some guidance such as may be gained from reading. Each teacher should be a regular reader of some magazine in religious education and of one or more books per year in the field of his work in the church school. Many good magazines are available, some for general help and others for help in departmental problems. Each denomination is prepared to recommend for the needs of the workers in its own schools. The International Council of Religious Education provides an interdenominational magazine, *The International Journal of Religious Education*. Publishers will be glad to send samples of their publications on request. Books may be made available through the establishment of a church school library. Many denominations and state councils have circulating libraries.

Scoring: Do at least three-fourths of your teachers and officers read regularly a good magazine on religious education, or a good book on religious education every year? If your answer is affirmative, your score is 3; otherwise it is 0.

27. *Standard teacher training credits earned at the rate of at least half as many each year as there are teachers and officers.* Regular courses in the training of teachers and leaders are available through the International Council of Religious Education and the various denominations. Credits for these courses are based on the satisfactory completion of ten or twelve recitation hours in a given course. Attention should be given to the better training of teachers and leaders who are now in the service as well as those who are prospective workers. Leadership training courses may be taken either in classes organized in the local church, in community training schools, in summer training schools, or by correspondence. If you are not familiar with the requirements for standard leadership credits, write your denominational board or state council.

Scoring: Are any of your workers taking training? How many standard credits were awarded to persons in your school and church during the past year? Is this number equal to one-half the number of teachers and officers? If your answers are affirmative, your score is 4; otherwise it is 0.

VII. QUALITY OF WORK

All the points in this goal for the church school look toward a better quality of work. It is well, however, for us to make some estimate of the work itself as well as the conditions under which it is carried on and the materials used. The points under this section seek to direct the attention of workers to an investigation of the quality and success of the work actually being done.

28. *An average attendance of 70% or more of the enrolment.* It should be the ideal to have every pupil present each Sunday. The percentage is to be figured by dividing the attendance on a given Sunday (not counting visitors) by the enrolment for that Sunday. If the enrolment is 64 and the attendance is 48, the percentage is 75. It is more satisfactory, however, to figure the grand total attendance for a period of time, say three months, or even for a year, and divide this by the grand total enrolment, that is, adding together the enrolment figures for each Sunday over that same period. This will serve to overcome the fluctuations due to bad weather, special days, and other causes.

Scoring: What is the average attendance of your school over the past quarter, or year (or any other period)? What is the average enrolment over the same period? Is the average attendance 70% or more of the enrolment? If your answer to this last question is affirmative, your score is 3; otherwise it is 0.

29. *At least 85% of attendance on time each Sunday.* One of the important lessons which the church school may teach is that of punctuality. Parents and children are prone to be careless at this point. A pupil should be counted tardy if he arrives at any time after the hour and minute set for the opening of the school. It is bad practice to allow everyone who comes during the singing of the first hymn to be counted on time, as is done in some church schools.

Scoring: Do you count all persons tardy who come after the actual minute set for opening the school? What is the average attendance of your school, over the past quarter, or year (or any other period)? Over the same period, how many tardies do you have per Sunday, on an average? Is the average of the tardies 15% or less of the average attendance? If your answers to the first and last question are affirmative, your score is 2; otherwise it is 0.

30. *Worship services regularly planned in advance, and adapted to the needs of the pupils.* It is serious business to lead a group of worshippers in a public service, and one which deserves careful preparation. Before he comes to the church school the leader of worship should know exactly what he is going to do each minute of his time. The service itself should be so arranged as to be of interest to the pupils and to have something within the range of experience of each pupil present. This requires particular care if pupils of many different ages meet in the same worship group. It is best to build programs around a selected theme in order to assure unity within the program

and variety from Sunday to Sunday. See the *International Journal of Religious Education* and other magazines for help in preparing programs.

Scoring: Are your worship services (including those of all departments meeting separately) regularly planned in advance? Is this true without fail, except under very unusual circumstances (which should not occur more than once or twice a year)? Are these services so planned and arranged as to have something of interest and profit for all pupils who participate in them? If your answers to all these questions are affirmative, your score is 2; otherwise it is 0.

31. *Pupils participating reverently and whole-heartedly in the worship service.* Worship should in all cases be by the pupils rather than for them. They should participate whole-heartedly in the various parts of the service and give their attention unreservedly to the program. In order to make this possible the program must be arranged to be of interest to them, and all distracting features, such as late-comers entering the room except at pre-arranged moments, moving about on the part of teachers and officers, and whispered consultations, must be eliminated. Older pupils should from time to time have a part in the program itself.

Scoring: Do the pupils give full attention to the service of worship? Do they participate whole-heartedly (not necessarily with great noise!) in the hymns, responses, and other elements of the program? Do they manifest a reverent attitude during worship? If your answer to all these questions is affirmative, your score is 2; otherwise it is 0.

32. *General good order throughout the session of the school.* The effectiveness of the work of the church school is greatly influenced by the general spirit of good order in the school. If disorderly conduct is permitted, it cannot but result in disrespect for the house of God and disregard for the sacredness of the occasion. This is the direct opposite of what the school is intended to teach. Teachers and leaders should not hesitate to enforce strictly such rules of good order and right conduct as may be thought best for the school. The program should be so arranged as to move smoothly throughout the session and allow a minimum of distraction and disturbance. Late comers should not be permitted to disturb the service. If there is no vestibule in which they may wait until the worship service is completed, they should be seated at the back of the room, rather than taking their places with their classes in the midst of the program. Ushers can be used to advantage here. Moving from assembly to class (and from class back to assembly if a closing service is held) and at the close of the school moving out of the room, should be done in orderly fashion, each class going in its regular turn.

Scoring: Do you as a general rule have good order in the assembly periods? In all classes? Do you have a definite arrangement for handling latecomers without disturbance? Do classes pass in regular and orderly manner to and from class-

rooms? Is the order as good as that maintained in the public school? If your answers to these questions are affirmative, your score is 3; otherwise it is 0.

33. *Wholesome interest in and purposeful approach to the work of the school on the part of pupils.* The question which should be answered in scoring this point is "Do the pupils take their work seriously and really seek to accomplish a worth-while goal in the church school?" All too often the work is regarded lightly, and little benefit derived therefrom. Such interest and purpose depends of course on the quality of the program in which the pupils are asked to engage.

Scoring: Are the pupils interested in the work of the school? Do they enter into the work with a whole-hearted purpose, as though they "mean business"? If you can answer these questions affirmatively for at least three-fourths of your classes, your score is 3; otherwise it is 0.

34. *Decision for the Christian life and active church membership, growing out of the work of the school.* Throughout the work of the church school its goal should be that of Christian living. This involves decision for the right in all the numerous situations which are met in life. It should lead to a definite commitment on the part of each pupil of his whole life to the lordship of Jesus Christ. This will normally lead into church membership. Some provision should be made for definite instruction in the meaning and responsibilities of church membership.

Scoring: Is the work in your school of such a nature as to lead to decisions for the Christian life? Do teachers recognize this as the aim of their work? Do you lay special emphasis on decisions for the Christian life in special periods, such as Easter? Are your pupils normally and regularly joining the church as they reach an appropriate age? Is special instruction provided on the meaning of church membership? If your answers to all these questions are affirmative, your score is 4; otherwise it is 0.

35. *Regular and systematic giving.* The church school should provide both teaching and practice in Christian stewardship as concerns the giving of money. Every pupil should be not only a regular and systematic giver, but he should also be an intelligent giver. This means that pupils should understand why contributions are made, have a knowledge of the causes to which contributions are made, and should have some practice in deciding where their gifts are to go. Both home and foreign needs should receive consideration in making contributions. The envelope system is a great aid to education in regular and systematic giving. Bear in mind that the church school must ever be more concerned about developing Christian *givers* than about the size of its contributions.

Scoring: Do all your pupils give regularly through the church school? Do they understand why they give? Do they have some part in deciding on the causes to which they will give? Do you make education in giving a regular part of the work of your school? If your answers to all these questions are affirmative, your score is 2; otherwise it is 0.

36. *Active participation in service activities.* Learning to live the Christian life consists not simply in receiving instruction and guidance but also in doing deeds which are Christlike. The work of the church school should lead normally into acts of Christian service performed for others. This expresses itself in missionary activities and giving, and in service in behalf of worthy causes. Pupils themselves should have a large share in deciding on the service projects which shall be undertaken. Many service projects may grow out of the use of this *Goal*, such as the beautifying of the building and grounds, and the supplying of equipment. Credit on this point should not be given, unless every pupil has had some opportunity to share each year in a service undertaking involving personal service and touching needs both at home and abroad.

Scoring: Has each pupil had an opportunity during the year to participate in some project of Christian service? Have the pupils, in so far as they are able, had a voice in selecting these activities? Have these activities been carried to a successful conclusion? If your answers to these questions are affirmative, your score is 2; otherwise it is 0.

37. *Adequate social and recreational program.* It is increasingly recognized that play is one of the fundamental agencies in character building. Not only does it promote enjoyment and good fellowship, but through play the pupil is enabled to practice Christian living under normal life situations. Play also gives the teacher an opportunity to become better acquainted with his pupils. Social and recreational activities may include such things as church or class picnics, banquets, indoor social programs, and organized play. All activities should be properly supervised. The needs of each community must determine the extent of the recreational program, but every pupil should have at least one opportunity each quarter to participate in some social or recreational feature of the church school, under proper supervision.

Scoring: Do you have provision for recreational life? Does each pupil have at least one opportunity each quarter to join in some play or recreational feature under the auspices of the church school? Are these activities properly supervised? If your answers to these questions are affirmative, your score is 2; otherwise it is 0.

VIII. HOME RELATIONSHIPS

It must be recognized that while the church school deals with the pupil but a short time each week, his religious growth is going on all the time. Unless parents and teachers can work together, the work of each will not bear the best fruits. Every possible opportunity should be taken to bring closer together the work in Christian nurture which is going on in the home and in the church school.

38. *An active cradle roll.* The cradle roll introduces the child to the church school when he first comes into the world and keeps this contact with him until he actually enrolls as a pupil. The cradle roll

should extend the influence of the church school into the early life of the child through the mother and father. To list the baby's name as a member of the cradle roll is of little value unless this is followed up with definite helps to the home, such as magazines, books and pamphlets taken into the home for reading and study, and mothers' meetings conducted with an educational program and classes in the training of parents.

Scoring: Do you have a cradle roll? Does the superintendent provide definite help for the mothers? Does she visit the homes regularly, at least once each year? If your answers to these questions are affirmative, your score is 2; otherwise it is 0.

39. *A working home department.* The home department extends the service of the church school to those who are unable to attend its regular sessions. Inability to attend may result from illness, distance from the church, duties on Sunday which make attendance impossible, or other causes. The officer in charge of the home department should seek to make the study of God's Word just as definite a part of the week's program for those who are on his list as it is for those who attend the church school. Beyond this, he should seek definitely to vitalize religion in the home by giving suggestions and helps for the conduct of home religious activities.

Scoring: Do you have a home department? Does it provide for home study? Does it seek to give help in home religious activities? If your answers are affirmative, your score is 2; otherwise it is 0.

40. *Each home visited at least once a year by teachers.* If teacher and parent are to cooperate in the sacred task of religious nurture, they must be joined to each other as partners in a common task. This requires occasional opportunities to see each other and talk over their common task and problems. Such discussions of problems should of course take place when the pupils themselves are not present. Teachers should also recognize, however, that there is great value in visiting the pupil *himself*. Without question each teacher should visit his pupils and the parents of his pupils more than once within a year, but credit on this point may be allowed if there is at least one such contact.

Scoring: Has every home represented in your church school been visited at least once during the past year by a representative of the school, preferably the teacher? If so, your score is 3; otherwise it is 0.

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